

First Mondays

Monthly Notes for Virginia's Adult Education Providers

May 4, 2015

Calendar

Virginia Institute for
Lifelong Learning
(VAILL) Conference
July 29-31
Radford

GED® Stats

2015

GED accounts – 7,198

Test takers – 2,710

Completers – 967

Passers – 694

State pass rate - 72%

National pass rate - 62%

Why Are the CCR Mathematics Standards So Good?

Dr. Fabio Milner, Professor and Director of Mathematics for STEM Education,
Arizona State University, School of Mathematical and Statistical Sciences

The delivery of the College and Career Readiness Standards for Adult Education has created quite a bit of anxiety and tension in the adult education world. This is very understandable because they point to significant changes necessary for a full and faithful implementation.

Thus arises the question of why are these standards and changes needed. The short answer is that whatever we were doing for the last however many years was not working well, because it left major gaps in many adult learners' preparation for successful transitions into college and careers. This by itself justifies the need for change. It does not address, however, the question of why we should change in the direction of the CCR Standards.

There are several reasons that make such change very desirable. More uniformity in expectations helps adults who receive their training or learning in one area of the state or the country to have similar training or learning as that expected in another area into which they might move. Mobility is becoming more prevalent and, arguably, makes this advantage more important today than in the past. However, in my humble view, it is because of the key shifts the CCR Mathematics Standards define so clearly that moving in their direction becomes highly desirable. The clear definitions of Focus, Coherence, and Rigor they include, together with the stress on Standards for Mathematical Practice, are enough to create curricula and programs that have a better chance of leading more adult learners to more success in more educational and employment endeavors.

The frequently maligned Standards for Mathematical Practice are really habits of mind that refer to higher-order thinking skills empowering individuals able to use them to present better arguments, to understand and criticize the logical flaws of statements and arguments presented by the media, politicians, friends, and others, to become better problem-solvers, to make good conjectures and generalizations, to express themselves more clearly and accurately. And note that I am not talking about mathematics, but rather in any

WIOA

Resources for WIOA
Information

[OCTAE](#)

[Department of Labor](#)

[National Skills Coalition](#)

[Federal Register Web site](#)

Money Matters

Final budget amendment requests for federal grant awards must be submitted by May 23, 2015.

If you submit reimbursement requests for state funds through OMEGA, the deadline for final reimbursements is June 10, 2015. Funds must be expended by May 31, 2015. If you submit reimbursement requests on paper forms, the deadline for final reimbursements is June 1, 2015. Funds must be expended by May 22, 2015.

First Mondays cont.

May 2015

arena. I think this constitutes a powerful argument in favor of the CCR Standards.

This article first appeared in the Literacy Information and Communication System (LINCS) Discussion Forum on April 13, 2015.

WIOA Update

Dr. Susan M. Clair

WIOA: Regulations and Combined State Planning

Early spring brought us the long awaited draft regulations of the Notice of Proposed Rulemaking (NPRM). I would expect all regional program managers and their leadership staff to read the Title II regulations and to make the appropriate comments on the potential impact of WIOA changes on your programs. The state's combined state planning is underway. It has really been helpful for me to have discussions with the core partner agencies on key priority issues such as One-Stop infrastructure costs. I will have more information about One-Stops as the discussion evolves.

Notice of Proposed Rulemaking (NPRM)

The National Council of State Directors of Adult Education (NCSDAE) has scheduled a review and response meeting for state directors and state staff to review the WIOA regulations and to offer comments on behalf of the state. The responses from this work group will be reported to the U.S. Department of Labor and the Department of Education. We also expect the NCSDAE to set forth guidelines for local adult education providers shortly after this work session. These guidelines will be made available to regional program managers to share with their leadership teams. I would expect regional programs to offer comments as to the impact the WIOA regulations will have on their regional programs and program services.

WIOA Combined State Planning Committee

The WIOA combined state planning committee has been meeting on a regular basis to discuss priority issues in WIOA. The purpose of combined state planning is to better align and integrate the state's workforce development system. The members of the planning committee include the Executive Director of the Virginia Board for Workforce Development, The Advisor of Workforce Development, and the core WIOA partners, which include the Virginia Community College System, Adult Education and Literacy, the Virginia Employment Commission, and the Department of Rehabilitative Services. Two presidents of Local Workforce Investment Boards are on the committee, as well as representatives from the Department of Social Services, Career and Technical Education, and the Registered Apprenticeship program in the Department of Commerce and Trade.

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Please visit the [OAEL Web site](#) for more information about adult education and literacy in Virginia and for news and updates throughout the month.

First Mondays cont.

May 2015

TABE CLAS-E

TABE Complete Language Assessment System–English, or TABE CLAS–E, has recently become a state approved assessment. This assessment is an integrated system of assessments, instructional guidance, and staff development materials designed to measure adult learners' English language proficiency and aid in transitioning learners into mainstream education programs or career paths.

As per state assessment policy and like the policy governing the administration of TABE 9/10, those administering and scoring TABE CLAS-E must be certified to do so. Training will soon be made available by McGraw Hill/ CTB. We are in discussion with McGraw/CTB to deliver the training at the VAILL Conference at Radford in July. It will be a half-day training covering both the administration and scoring of the assessment. Please check the upcoming list of scheduled VAILL sessions for information about the training.